



SEND Advisory Service (SAS) Toolkit



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Introduction

About this Guidance

This Toolkit is designed to support practitioners in Hillingdon to work collaboratively with families and other agencies to improve outcomes for Children and Young People (CYP) with Special Educational Needs or Disabilities (SEND). It outlines the offer of support from the SEND Advisory Service (SAS) and promotes best practice when working with CYP with SEND. Some of the templates and other documents that are included in this toolkit have been designed to be copied, downloaded and used in day-to-day work by a range of professionals.

Who should have regard to this guidance?

This toolkit is designed for use by educational staff within the London Borough of Hillingdon (LBH). All professionals & practitioners working with CYP (0-25) with SEND should use this document. This applies to those CYP who will only ever require support and services at the early intervention stages (SEN support) as well as those with more complex needs.

Links to wider legislation

This Toolkit should be read in conjunction with the SEND Code of Practice (2015), which is the legislation issued to local authorities and educational settings, in relation to the implementation of the Children and Families Act (2014). This legislation introduced the cycle of 'Assess, Plan, Do, Review' (APDR), known as the graduated approach. More information on each stage of the graduated approach is detailed in 'The Graduated Approach' section of this document.

In order to use this toolkit effectively, it is imperative that within our practice we embed an approach that is collaborative, listen to the voice of the CYP and ensure their engagement and participation. Only when this is achieved, can we ensure that decisions made and /or guidance offered, best support the shared outcomes of the CYP and their families.

Terms used throughout this Toolkit

- References are made throughout to the Special Educational Needs and Disability Code of Practice: 0-25 years.
- 'Parent' includes all those with parental responsibility, including parents, carers and those who care for the CYP.
- 'Teacher' refers to teachers in schools and colleges and early years practitioners who educate CYP.
- 'SENCO' refers to SEND co-ordinators in all settings, including Inclusion co-ordinators in Early Years (EY) settings.
- The acronym CYP refers to CYP 0-25.
- 'Pupils' includes all CYP that attend educational settings (early years, schools and colleges).
- 'Setting' refers to all educational establishments including EY settings, Schools, Post-16, further education, and higher education.

The SEND Advisory Service (SAS)

Background & Context

SAS has been realigned from Social Care to the Education directorate in order to provide a holistic and integrated way of supporting CYP to access education. SAS is a multi-disciplinary service which was established in September 2019 by reconfiguring elements of the pre-existing Inclusion Team, Early Support Team and Sensory Intervention Team. This unique service works closely with the Educational Psychology Service (EPS) and SEND statutory service (SEND team) to meet the needs of CYP with SEND (0-25) who attend schools in the London Borough of Hillingdon. These 3 service areas form the SEND & Inclusion Service.

Purpose of the Service

The overarching aim of the service is to:

- Develop meaningful partnerships with CYP and their families
- Work in collaboration with mainstream settings to foster outstanding, inclusive practice and remove barriers to learning
- Enable CYP with SEND to achieve the best possible outcomes in life - academically, emotionally and socially
- Promote the use of the person-centred My Support Plan (MSP), a non-statutory SEND plan
- Critically evaluate the need for additional funding to enable better outcomes for pupils with SEND, where their needs are not deemed to be complex and long-term

Specialist Teams within the Service

More information on team construct and remits are detailed in subsequent sections. All teams offer support, advice and guidance to professionals, practitioners, CYP and their families. This is achieved through 1:1 referral into the service, whole school collaborative reviews and training and a service wide advice line. All educational settings have linked advisors for every aspect of our service. Contact: sasinclusion@hillingdon.gov.uk to be connected to your advisor.



For families/carers our support may include:

- Workshops and training.
- Personalised strategies to use within the home.
- Facilitating good communication with educational settings.
- Ensuring there is a consistent approach to person-centred support, between educational settings and the home environment.
- Signposting to other charities, agencies and voluntary groups.

For early years and educational settings our support may include:

- Whole school/setting training.
- Person-centred support through referrals.
- Monitoring of the CYP's ongoing progress and access to learning in the educational environment.
- Contributing to My Support Plans and to Education, Health and Care Plan (EHCP) assessment and target setting.
- Liaison with medical, educational, social care and SEND professionals.
- Attending review meetings.
- Liaising with parents and other professionals.
- Examination and access arrangements support.
- Signposting to other charities, agencies and voluntary groups.
- Whole school/setting training.
- Communicating changes in local and national policy and legislation

The advice line offers rapid access to all elements of our service and dedicated, linked advisors so as to build and develop relationships across the educational establishments and the wider community. We can help with resources/activities or just general advice.

You may wish to contact us to discuss the following:

- Resources or advice for autistic children and young people
- Resources or advice for children and young people with sensory impairment difficulties
- Resources or advice for children and young people with other Special Educational Needs & Disabilities
- Fun activities for the whole family
- Advice to help CYP who are attending an educational setting to engage with the provision and learning. Support with successful risk assessing (educational settings)
- Signposting to existing council services

To access support, please email:

- sasinclusion@hillington.gov.uk who specialise in providing support for children and young people aged 2 and above

- saskeywork@hillington.gov.uk who specialise in providing whole family guidance and support
- sassensory@hillington.gov.uk who specialise in providing support for children and young people with sensory impairment difficulties

Please provide us with the following information:

- Your name and the telephone number you would like to be contacted on.
- The name of your child's school.
- Times and dates you are not available.
- A brief description of the type of support/advice that you need.

Early Years Advisory Team

The Roles within the Early Years Advisory Team

The Early Years Advisory Team consists of Autism and Early Years SEND Advisors who support PVI and nursery schools throughout Hillingdon. The advisors main role is to support the early identification and intervention for children who may have special educational needs or disabilities within the EY across the Borough, as well as provide strategies and training to support these children. The EY team offer advice and training (in-house training and across the borough). We hold termly Early Years Information forums and multi-disciplinary drop-in sessions.

The SAS Advice Line also provides support and is accessible throughout the whole year.

The Principal SEND Advisor (PSA)

The aim of the PSAs is to support EY settings to evaluate the effectiveness of SEND provision within their settings. They will provide training, support, guidance and appropriate challenges to educational settings in relation to provision required for meeting the needs of CYP with SEND. They aim to adopt a 'whole setting approach' with the identification, assessment, intervention, and review of children with SEND. The principal SEND Advisors will work in close collaboration with the SAS Team Manager, School Improvement Team, Nursery Managers, and Inclusion Coordinators.

The PSAs are responsible for:

- Ensuring provision of a quality service, which achieves positive outcomes for individuals with SEND.
- Leading on SEND Reviews as part of the Inclusion Commitment to identify settings' development requirements and to monitor and support settings' progress against an agreed action plan.
- Providing whole setting training relating to the SEND reforms and legislation
- Leading on SENCo Forums.

The ASD Advisors:

The Early Years ASD advisors are part of a multi-disciplinary service that we offer in Hillingdon. Their area of expertise is Autism Spectrum Disorders and Special Educational Needs.

Their primary role is to support and advise internal and external EY practitioners on how best to support autistic children with more complex needs and those presenting with social communication difficulties within their settings. They can advise on SEND CoP 2015 and offer support on how best to make reasonable adjustments.

Early Years SEND Advisors

The EY SEND advisors team's main role is to support PVI settings, children's centres and childminders in the early identification and intervention for children who may have special educational needs or disabilities aged between 0-5 years. There are four EY SEND advisors

who have a wealth of experience within the EY sector. Early Identification is paramount to ensuring that a child achieves good outcomes and reaches their full potential.

As EY SEND advisors, we work closely with the EY practitioners to promote an inclusive setting where children's needs are identified at the earliest possible point in order to enable the very best outcomes for the child. We advocate the use of the MSP and Team around the Child (TAC) meetings, to ensure that there is a person-centred approach throughout the process. They support settings to use tools to identify a child's individual needs, such as the Speech and Language Assessment Tool and Wellcomm.

What framework of support will the EY SAS Advisors use?

Settings are able to access support for children either by applying for Early Years Inclusion Funding and(or) Advisor support or via the Stronger Families and make a referral for Advisor support. This way of working allows Early Years Advisors to support settings in a holistic approach and ensure OAP is embedded within the setting.

The initial visit will gather current information from the CYP EYFS progress and determine how OAP is being implemented within the setting. This will be gathered and recorded in a Setting Review. Advice and strategies will be shared with the setting.

Where the advisor deems the CYP needs support more than OAP an observation/triage visit will be carried out by the Advisor, the advice and strategies recommended should be used by the setting to produce outcomes which inform the CYP's 'MSP.

What is Ordinarily Available Provision (OAP)?

Educational settings should make a range of ordinarily available provision for all children and young people, including those with SEND from the totality of resources available to them. Teachers should have high expectations and strategies should in place to engage all learners. The [OAP document](#) can support settings in developing their provision for pupils with SEND so that it is more consistent with that in the most settings.

Training Offer

The Hillingdon SAS provide a universal training offer to all settings including -

- Attention Hillingdon
- Sign Along
- Role of the Inclusion Coordinator
- Early Bird
- Overview ASD in the Early Years
- OAP and Inclusive Environment
- Sensory Differences
- Cygnets

To see a detailed list of the SAS Training Offer and sign up to sessions click [here](#).

Targeted training is available through participation in the Inclusion Commitment and includes a personalised training package for individual settings.

The Inclusion Commitment

Our vision for children with special educational needs and disabilities is the same as for all children and young people - that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives.'

Intent

(SEND Code of Practice 2015)

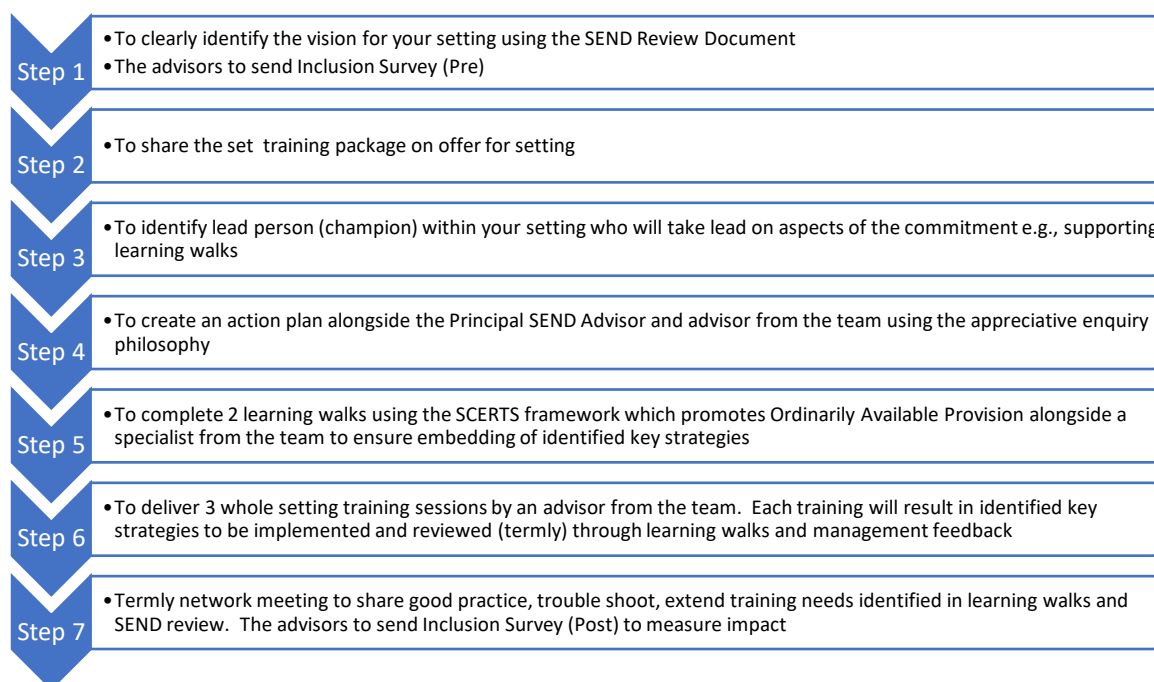
What is the Inclusion Commitment?

The Inclusion Commitment is a 1-year programme offered by the SEND Advisory Service. Our aim is to work together with you to analyse the challenges faced in supporting and teaching children with SEND. Professionals will work in collaboration to develop and embed whole setting strategies which will enable you to secure even better outcomes and progress for ALL children.

We intend to:

- 1 Develop an Inclusive, empathetic and safe learning environment where all children feel welcome and make good progress
- 2 Adopt the appreciative enquiry philosophy to work collaboratively with Manager and SENCO to drive change
- 3 Develop an enhanced knowledge of a focused area of SEND for all staff so that a cohesive SEND provision is evident
- 4 Work with practitioners to enhance teaching methods through a multi-sensory approach to learning
- 5 Support practitioners to enhance their practice by providing meaningful learning opportunities to ensure all children, including those with SEND, make good progress from their starting point
- 6 Facilitate a shared understanding of a holistic approach to support the individual needs of the child by encouraging training sessions for parents to complement training for practitioner

Inclusion Commitment Process:



Monitor and Evaluate

Inclusion Survey

To use the pre and post Inclusion Survey to measure impact of the settings knowledge and confidence gained over the year.

Learning Walks

Using the SCERTS Framework, learning walks will be carried out by a member of the team alongside your Inclusion Commitment Lead/Champion. Following training sessions specific strategies should be implemented within your provision. The aim of the learning walk is to monitor and evaluate the embedding of OAP, strategies and next steps. As evidence pictures will be gathered, and checklist will be completed.

Impact

This is an essential part for both the Early Years Advisory Team as well as your setting in ensuring that new initiatives, new practices or interventions developed are having the highest impact possible.

We will work alongside your setting over the period of 1 year to regularly evaluate data e.g. Termly Learning walks, SEND review targets as planned and outlined at the start of the commitment. Progress towards outcomes detailed on your action plan will be reviewed.

The SEND Review and the training pathway will be revisited after the year and compiled with a summative report of the impact had, areas to further develop or next steps that can be followed through by the setting once the commitment has come to an end. This will support your setting in reporting, quantifying and sustaining the work undertaken as well as support the LA's research and evidence gathering on best practice across settings, age ranges and pupil groups.



SEND Key Working Team

The role of a SEND key worker

Within the SEND Key Worker Team there are 2 Senior Practitioners (part time), and 5 SEND Key Workers. SEND key workers have an integral role, they offer a range of support to families and CYP with SEND. These are known as 'Key working functions' and consist of:

- Partnership working with families.
- Providing emotional and practical support, identifying strengths and needs of all family members.
- Coordinate practitioners and services around the CYP and family.
- Act as the 'single point of contact'.
- Facilitate multi- agency meetings (TAC/TAYP), single planning and joint assessment process.
- Provide/share information and signpost.
- Empower and advocate on a CYP's and family's behalf.

The SEND Code of Practice (2015: 2.21) states that "Local Authorities should adopt a key working approach, which provides children, young people and parents with a single point of contact to help ensure the holistic provision and coordination of service and support".

The main aims of the SEND Key Working Team are to:

- Provide early intervention that is a needs-led approach to support and empower families in their relationship with services and professionals.
- Promote the use of the MSP ensuring that an APDR approach is used in identifying and meeting the needs of CYP with SEND.
- Promote the use of person-centred approaches with CYP and their families.

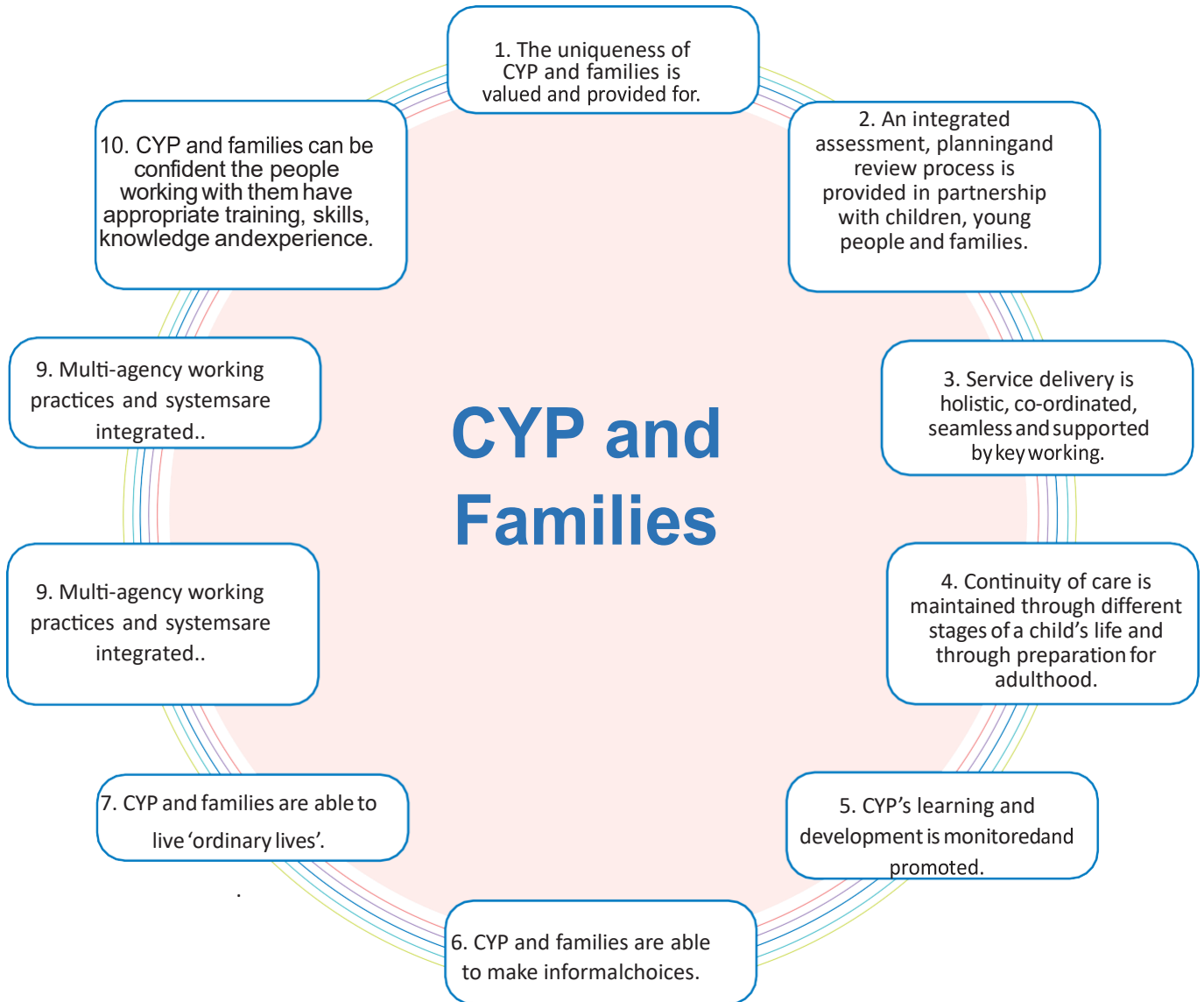
In the London Borough of Hillingdon we firmly believe in the principles as set out in the Early Support Programme (2002) and we encourage all professionals working with CYP with SEND to follow these principles in their everyday working lives.

Many of these statements are reflected in Section 19 of the Children and Families Act 2014, which sets out the general principles that local authorities must consider when supporting disabled CYP and those with SEND. These principles emphasise the following:

- The need to consider their view, wishes and feelings of the CYP or parent.
- The importance of CYPs full participation in all decisions.
- The importance of them being provided with the necessary information and support to participate.

- The need to support the CYP to achieve best possible education and other outcomes.
- The importance of preparing them effectively for adulthood.

The 10 principles that key working is based on are as follows:



Tell Us Once Approach

SEND Key Workers promote the 'tell us once approach' so that families do not have to repeat their story each time they meet someone new. Different tools are used to support this approach including the 'One Page Profile' which is a working document used to capture the views of parents/carers and CYP.

The Helping Process:

This process enables SEND key workers to work in a way that encourages collaboration and enables parents/carers and CYP to explore their situations through a trusting relationship with their SEND key worker.

| | |
|---|---|
| <p>Relationship Building: Build trusting relationships through empathetic listening & negotiation.</p> <p>Everyone involved matters!</p> | <p>Exploration:</p> <ul style="list-style-type: none"> • Mutual exploration of concerns/worries • Explore the situation from their point of view (parenting, relationships, CYP needs). |
| | <p>Understanding:</p> <ul style="list-style-type: none"> • This is about helping the parent/carer or CYP move beyond 'STUCK'. • May require parent/carer views to be challenged and re-framed. |
| | <p>Outcomes Setting:</p> <ul style="list-style-type: none"> • Once greater understanding has been achieved it should be easier to identify goals/aspirations. |
| | <p>Action Planning:</p> <ul style="list-style-type: none"> • Joint process in co-production with the CYP and family. • Identify strategies that will help them make the desired changes. |
| | <p>Implementation:</p> <ul style="list-style-type: none"> • Identify and provide support which will give the greatest chance of success in putting strategies into practice. |
| | <p>Review:</p> <ul style="list-style-type: none"> • Learn from the outcomes of the strategies that have been tried and apply this learning to future situations. |
| | <p>End:</p> <ul style="list-style-type: none"> • Ending a helping relationship, even temporarily, needs to be done in a way that promotes resilience and self-efficacy. |

How will the SEND Key Working Team provide support for CYP and their families?

As part of our targeted offer, settings, health professionals, parents / carers and internal services can request involvement from our service to work collaboratively to identify person-centred outcomes for specific CYP. Prior to requesting support, settings must have followed guidance as detailed on our flowchart and must consider the SEND CoP 2015 as outlined in the referral section of the toolkit.

Key working is a service which provides targeted support for CYP and their families.

If the referral is appropriate for our service, we will offer the following:

- parents/carers support, information and advice in small informal group sessions.
- These sessions will be facilitated by a SEND Key Worker, over three weeks.

OR

- Home visiting from a SEND Key Worker for 1:1 support:

Therefore, referrers must have a clear understanding of the CYP and their family's area of need(s).

Information and support via the SAS Advice Line for parents/carers and professionals.

Parent/Carers Workshops/Courses

- Toileting
- Sleep
- Transitions
- Communication
- Emotional Well being
- ASD and girls
- Sign along
- Cygnets – 6-week programme
- Early Bird – 10-week programme

Please see the [SAS Universal Training Brochure](#) for further details.

The Schools' Advisory Team

The Roles within the Schools' Advisory Team

The School Advisory Team consists of 3 Autism Advisors, 1 Language advisor, 1 SEMH advisor and 1 PSA. They work with schools and post-16 settings and parents throughout Hillingdon to plan, implement and evaluate the support that is offered to CYP across the Borough. As a team, we deliver in-house and cross-borough training which embeds evidence-based research and practice. In addition to this, the team communicates updates and tailored support through the semi-termly SENCo forums, newsletter and provide whole year access to support and signposting via the SAS Advice Line.

The London Councils Inclusive Practice Guide ([2019:21](#)) advocates for 'Local Authorities to have a role in facilitating inclusive practice in mainstream schools through 3 avenues:)' advocates for 'Local Authorities to have a role in facilitating inclusive practice in mainstream schools through 3 avenues:

- **Support**
- **Challenge**
- **Empower**

Therefore, a key focus of the Schools Advisory Team is to ensure that SEND provision in educational settings are quality assured by embedding NASEN's SEND Review framework. This pivotal piece of work will be carried out independently by the setting; through peer review or supported by our PSAs.

Principle SEND Advisors

The aim of the PSA is to support schools to evaluate the effectiveness of SEND provision within their settings. The PSA will provide training, support, guidance and appropriate challenges to schools and educational settings in relation to provision required for meeting the needs of CYP with SEND. The PSA aims to support a 'whole school approach' with the identification, assessment, intervention and review of children with SEND. The principal SEND advisors will work in close collaboration with the 2 SAS Team Managers, School Improvement Team and Educational Senior Leadership Teams.

The Principal SEND Advisor is responsible for:

- Ensuring provision of a quality service, which achieves positive outcomes for individuals with SEND.
- Leading on SEND Reviews as part of the Inclusion Commitment to identify settings' development requirements in relation to SEND practice and policy and to monitor and support settings' progress against an agreed action plan.
- Provide whole school training relating to the SEND reforms and legislation and ensuring Quality First Teaching (QFT) meets the needs of those with SEND.

Autistic Spectrum Disorder (ASD) Advisors

The main aim of the ASD Advisor is to promote inclusive practice for all, but specifically Autistic CYP so that they can reach their full potential within a mainstream setting. ASD

Advisors work closely with their allocated educational settings across Hillingdon. For students referred into the service, advice and guidance is provided through the SCERTs (Social Communication, Emotional Regulation and Transactional Supports) ethos, the level of intervention is dependent on assessment using the Threshold of Support document. Finally, schools who are part of the Inclusion Commitment benefit from specific and intensive support which is identified collaboratively through SEND reviews. Additional extended training is delivered by the advisor as part of the Inclusion Commitment.

Supporting Social, Emotional, Mental Health (SEMH)

The dedicated SEMH Advisor will be allocated to SEMH specific referrals via an internal referral system, whereby cases that have been worked by a member of Hillingdon staff but are felt require a greater level of support/guidance for SEMH needs are referred to the 'SEMH Referral Panel'. The SEMH Referral Panel will then determine whether the referred child/young person meets the requirement for allocation to the SEMH Advisor and what level of support they should receive. The Advisor will work closely with SENDCo and educational settings across Hillingdon by providing advice, guidance, and support through the application of a range of theories, models and research that is pertinent to SEMH, such as the SCERTs approach, Trauma Informed Practice etc., according to the threshold of support guidance. In brief, there are three levels of support that can be provided by the SEMH Advisor:

- Universal: where the SEMH Advisor predominantly works in consultation/supervision of the referring Hillingdon employee to support them in continuing their work with the referred CYP
- Targeted: where the SEMH Advisor predominantly works via a consultation process to support the teachers and family/carers of the referred CYP in meeting their needs
- Enhanced: where the SEMH Advisor will work directly with the CYP and those supporting them in meeting their needs.

As an early intervention service, the SEMH Advisor's aim for all referred cases would be to provide the support/guidance needed for potentially stuck or deteriorating situations to start making positive progress. As such, if an ongoing support or a more comprehensive assessment of needs is required, this work would not fall under the remit of the SEMH Advisor and direction to more appropriate services would be provided. Moreover, should the CYP's level of need be so great that they require support from a more specialist service (e.g., CAMHS (Child and Adolescent Mental Health Service)), the work is likely to fall beyond the role of the SEMH advisor and those referring the CYP will be signposted to more appropriate services.

The Main aims of the Schools Advisory Team:

- Leading and facilitating the development of high-quality inclusive practice and ensuring it is consistent across settings by supporting the embedding of OAP.
- Holistic assessment of CYP using an Assess, Plan, Do, Review (APDR) approach of CYP by the My Support Plan and embedding the SCERTS ethos across the borough.
- Supporting the professional development of SENCoS and education practitioners in relation to SEND through tailored training in SLCN, Autism and SEMH.
- Promoting effective partnerships between Local Authority educational settings through SENCo forums and regular newsletters.
- Developing effective multi-agency working to ensure a robust package of support for CYP with SEND through drop-in sessions and TACs (Team Around the Child).



Using SCERTS to support individual pupils and develop whole school ethos:

What is the SCERTS Model?

The SCERTS Model is a research-based educational approach and multi-disciplinary framework that directly addresses the core challenges faced by individuals with ASD, communication difficulties or SEMH. SCERTS focuses on building competence in Social Communication and Emotional Regulation through the use of relevant and specific Transactional Supports. The key priority is to enable teachers to identify each child's neuro-developmental and emotional level, in the key areas, and develop meaningful, achievable outcomes, facilitating the measurement of progress from starting point. The framework is underpinned by high quality research and training, enabling practitioners to become responsive communication partners, who are able to facilitate and accurately measure children's growth in these crucial areas ultimately increasing active engagement and overall success in learning and development.

Hillingdon's SCERTS Project - 'SCERTS for Learning'

A project plan for the implementation of SCERTS across Hillingdon was applied to the DFE through the 'The Strategic School Improvement Funding' (SSIF) application process. A bid was submitted in May 2018 and Hillingdon was only one of three boroughs in the North, South and West London regions to be successful. 30 schools participated in the 2-year project which included in house training by the co-founder of SCERTS (Emily Rubin).

The SCERTS project was successful in:

- Reducing the numbers of permanent and fixed term exclusions for pupils with ASD/SEMH as a primary need.
- Embedding the SCERTS ethos and procedures as part of school classroom observations for assuring teaching and learning quality.
- Staff's knowledge of emotional regulation.
- Having a positive impact on their ability to use transactional supports effectively.
- Increasing active engagement in the classroom.
- Increasing in progress from data collated from case study progress tracker.
- Being embedded as part of school's Whole school/SEND Development plan.
- Staff's knowledge on emotional regulation and being able to provide relevant strategies to support pupils.
- The assessment of pupils' developmental stage in order to create SMART outcomes.

As a result, in conjunction with the promotion of Ordinarily Available Provision, the SCERTS ethos and framework now underpins the whole offer of support from the schools SEND Advisory Service.

All referrals into the SAS service will be assessed against the 'Threshold of Support'. This will enable a consistent and cohesive approach to supporting CYP with SEND.

What framework of support will the SAS Advisors use?

The initial visit will gather current information and determine how Ordinarily Available Provision (OAP) is being implemented within the setting. Where the Advisor deems that the CYP needs support in excess of OAP, a SCERTS approach is likely to be used. Any SCERTS observations carried out by the Advisor, or assessment tools used by the school should produce outcomes which inform the CYP's 'My Support Plan'.

How will we use SCERTS?

SCERTS is a framework which analyses the Social Communication and Emotional Regulation needs of the CYP and identify the Transactional Supports (SCERTS) needed to enable the CYP to make progress towards their goals. Whilst this will be applicable for most CYP, the SAS advisor may identify an alternative means of mapping outcomes, according to the individual's needs.

The SAS will use the Appreciative Inquiry philosophy (Appreciative Inquiry guidelines), which is based on a coaching approach, to observe and identify barriers to learning. Advisors will predominantly be using the SCERTS framework (What is SCERTS? - Introduction) to identify the CYP's needs and to provide inclusive and person-centred strategies to help identify and enable the CYP to achieve realistic outcomes.

[2023-2024 Schools and Post 16 Threshold of Support](#)

The SEND Review and Inclusion Commitment

What is the SEND Review?

The SEND review looks at how our education settings provide for pupils or students with special educational needs and disabilities. The review findings will support our schools to improve SEND provision and strategy and therefore support CYP to achieve better outcomes. The SEND Review will be carried out by a Principal SEND Advisor, who will work closely with a member of the Senior Leadership Team (SLT) at the start of the Inclusion Commitment.

What is the Inclusion Commitment?

The inclusion commitment is a 1-year programme offered by the SAS. Our aim is to work together with you to analyse the challenges faced in supporting and teaching children and young people with SEND. Professionals will work in collaboration to develop and embed whole school strategies which will enable you to secure even better outcomes and progress for ALL children. We intend to:

- Develop an inclusive, empathetic and safe learning environment where all CPY feel welcome and make good progress.
- Adopt the appreciative enquiry philosophy to work collaboratively with Head Teachers, Senior Leadership Team and SENCo to drive change.
- Develop an enhanced knowledge of a focused area of SEND for all staff so that a cohesive SEND provision is evident.

- Work with practitioners to enhance teaching methods through a multi-sensory approach to learning.
- Support practitioners to enhance their practice by providing meaningful learning opportunities to ensure all children, including those with SEND, make good progress from their starting point.
- Facilitate a shared understanding of a holistic approach to support the individual needs of the CYP by encouraging training sessions for parents to complement training for practitioners.

Step 1: To clearly identify the vision for your school using the SEND Review Document
[Click here for more information on the SEND Review](#)

Step 2: To select a pathway from the following: Autism, SLCN or SEMH and for all staff to complete the pathway survey (The Principal SEND Advisor will support in the selection)

Step 3: To identify a champion within your setting. The champion will take lead on aspects of the commitment e.g. supporting with learning walks.

Step 4: To create an action plan alongside the Principal SEND Advisor and advisor from the team using the appreciative enquiry philosophy

Step 5: To deliver 5 whole school training sessions by an advisor from the team.

Each training will result in identified key strategies to be implemented and reviewed through learning walks and SLT feedback. (1-2 additional training sessions on other topics can be delivered depending on capacity)

Step 6: To complete learning walks using the SCERTS framework which promotes Ordinary Available Provision alongside a specialist from the team to ensure embedding of identified key strategies.

To work in partnership with P/C throughout the commitment

Monitor and Evaluate

An evidence-based survey, specific to the pathway you have chosen (i.e. ASD, SLCN or SEMH), is required to be completed by all members of staff at the start and completion of the Inclusion Commitment.

Learning Walks: Using the SCERTS Framework, learning walks will be carried out by a member of the team alongside your Inclusion Commitment Lead/Champion. Following training sessions specific strategies should be implemented within your provision. The aim of the learning walk is to monitor and evaluate the embedding of OAP, strategies and next steps.

Pre and Post Training Questionnaires: Pre and post questionnaires will be completed by all members of staff attending the training sessions. The questionnaires aim to identify staff's knowledge on the topic area prior to the training session and then following the training. This will support in evaluating impact.

Impact: This is an essential part for both the Schools Advisory Service as well as schools to ensure that new initiatives, new practices or interventions developed are having the highest impact possible. We will work with our schools over the 1-year period to regularly evaluate data e.g., exclusions, attendance and attainment, as planned and outlined at the start of the commitment. Progress towards outcomes detailed on your action plan will be reviewed.

The SEND Review and the pathway survey will be revisited after the year and compiled with a summative report of the impact had, areas to further develop or next steps that can be followed through by the school once the commitment has come to an end. This will add support to both your school in reporting and quantifying work undertaken as well as support the LA's research and evidence gathering on best practice across schools, age ranges and pupil groups.

The Sensory Advisory Team

The Sensory Advisory Team is made up of specialist teachers:

- Qualified Teachers of the Deaf (QToD)
- Qualified Teachers of the Visually Impaired (QTVI),
- A Multi-Sensory Impairment Specialist Teacher (MSI) who supports dual sensory impairment.
- The team is supported by a Hearing Support Officer (HSO) and a Vision Impairment Support Officer (VISO).

All team members offer support, guidance, advice, and training to support professionals who work with CYP with vision and/or hearing loss, as well as to parents and carers. Members of this team also have a statutory duty to assess the special educational needs relating to vision and hearing loss of CYP across the borough. The main purpose of the team is to improve outcomes for those with a Sensory impairment from birth to the point that they leave education, and to support them in maximising their potential. Early intervention is crucial, and the aim is for those of preschool age to be fully participating in nursery and preparing to enter school. For those CYP with a sensory impairment in an educational setting, a key role of the team is to support in the delivery of an accessible, inclusive curriculum.

Vision Impairment Team

The VI team consists of 2 qualified QTVIs and a VISO with experience of working within both mainstream and specialist settings. The teachers in the team have additional qualifications in teaching and supporting CYP who are Visually Impaired (VI).

Childhood vision impairment is a disability that has a significant effect on development and learning, requiring specialist support to teach fundamental skills that enable children to learn, socialise, look after themselves, and get around independently. With the right support, CYP with VI have the potential to achieve at the same level as their peers and to lead successful, independent lives.

QTVIs carry out a central role in the education of CYP with VI from birth, working in homes, early years settings, schools and post 16 settings.

Direct Support for CYP and Families

CYP with a VI are supported from birth to 25 years including effective transition arrangements between each phase of education and in preparation for independent adulthood. We work closely with other professionals including specialist habilitation officers, health teams and the speech and language service in order to provide a holistic approach when supporting CYP and their family.

Advice and support are given to families on strategies for vision development with younger children and on inclusive curriculum access and independent learning through specialist knowledge and direct teaching for school aged CYP. Support is provided for any potential educational establishment to prepare for a CYP with a sensory need joining them.

Vision Impairment (VI) Team – Support provided

For families/carers our support may include:

- Help with understanding the CYP's vision loss.
- Functional Vision Assessments (FVA) and advice on how to accommodate for the CYP's vision loss in everyday life.
- Modelling and advising vision stimulation activities to maximise the use of functional vision.
- Monitoring the child's overall development and support in the use of the Developmental Journal for CYP with Vision Impairment (DJVI).
- Teaching of the [Extended Curriculum](#): assistive technology, career education, compensatory skills, independent living skills, habilitation, recreation and leisure, self-determination, sensory efficiency and social interaction skills. , recreation and leisure, self-determination, sensory efficiency and social interaction skills.

For early years and educational settings our support may include:

- Vision loss awareness training and specific advice to staff on the CYP's vision loss.
- Teaching braille, tactile and compensatory skills.
- Strategies for staff on supporting learning and creating optimal visual access.
- Help with the use and management of assistive technology.

Support is provided from birth and through early years, primary and secondary phases of education. This support can continue as long as the young person remains in further education up to the age of 25 with an EHCP.

What framework of support will the QTVI's use?

Levels of support are determined by initial assessment of need using nationally agreed eligibility criteria; The NatSIP criteria for VI is used as a guide to intervention and therefore the levels of support may vary depending on the CYP presenting needs. These descriptors are limited and act as guidance for practitioners to be able to identify needs and the point at which additional support can be accessed. It is important to note that these are indicative descriptors, and these should be considered alongside other factors such as individual learning needs, levels of independence and social environment and the judgement of professionals working with the CYP.

Training delivered:

The VI Team provides a range of training opportunities to enable parents/carers and professionals to develop their knowledge, understanding and skills around vision impairment. This includes:

Teaching of the Extended Curriculum for CYP of nursery and school age, which includes:

- Compensatory and access skills.
- Development of self-determination and autonomy.

- Development of sensory efficiency.
- The development of social interaction and communication skills.
- Independent Living Skills (ILS).
- Orientation and mobility skills.
- The use of assistive technology.
- Supportive therapy programmes.
- Career/ steps in adulthood skill development.
- Access to appropriate recreation and leisure activities.
- How to motivate babies and young children with vision impairment to engage with their surroundings.
- The use of the Developmental Journal for CYP with Vision Impairment (DJVI).
- Training for parents and professionals in: Vision loss awareness, resource adaptation, inclusive teaching methods, examinations access arrangements, the Extended Core Curriculum, support staff specialist training for creating adapted resources.
- Specialist habilitation training through Guide Dogs, mobility and travel training, along with Independent Living Skills (ILS).

Hearing Support (HS) Team

The HS team consists of 4 Qualified Teachers of the Deaf (QToDs) and a Hearing Support Officer who are experienced in working within both mainstream and specialist settings. The teachers in the team have additional qualifications in teaching and supporting children and young people who are D/deaf or have Hearing Needs.

As a team our vision aligns with that of the National Deaf Children's Society (NDCS) which is a world without barriers for every D/deaf child. Working together with deaf CYP, their families and educational settings our mission is to overcome the social and educational barriers that hold deaf children back. It is our aim to help families and settings give the best possible support to deaf children every step of the way by placing deaf CYP at the heart of our work. We give specialist, unbiased support to help deaf children and their parents/carers make informed choices about their lives.

What we do

We work closely with the relevant health professionals including audiology teams and the speech and language service to provide a holistic approach to the support we offer to the CYP and their family. Early intervention and support have been shown to transform the language and communications skills of deaf babies. Working closely with the local Hillingdon Paediatric Audiology Team regarding the Newborn Hearing Screening Programme (NHSP) ensures we meet the recommendations of the NDCS campaigns in this area.

We offer advice and support for CYP with deafness or hearing needs from birth to 25 years. We provide this service for CYP, families/carers, educational settings (pre-school/primary/secondary/further education) and other agencies e.g. Health services. Support is provided through visiting the child or young person in their home, educational or

clinic setting. The aim of this support is to remove the barriers that these CYP may experience socially, emotionally and academically.

We offer advice and support to all CYP with a diagnosed hearing loss; whether temporary or permanent. The team recognises that, for those with a permanent hearing loss, this is a lifelong need, requiring proactive support from the HS specialists throughout childhood and early adulthood. Support for these CYP is needed to ensure progress is made not only academically, but emotionally and socially.

Children's Hearing Services Working Group

The team participates in the local Children's Hearing Services Working Group (CHSWG). This is a multi-disciplinary and multi-agency group from hearing related services in health, education and social care alongside representatives from the voluntary sector, parents and young service users. The participants of CHSWG share a vision and goal of achieving the best outcomes for the deaf children, young people and families who use their services.

What our support looks like

For families/carers our support may include:

- Help with understanding the child's hearing need.
- Help with the use and management of hearing aids, bone anchored hearing devices, Cochlear Implants (CI) or other specialist amplification equipment such as assistive listening devices.
- Assessing functional hearing.
- Assistance with the child's development of communication skills (spoken and/or signing)
- Liaising with other professionals working with the child e.g., audiologist, Speech & Language Therapist, Portage, paediatricians.
- Support with hospital visits.

For early years and educational settings our support may include:

- Advice to staff on the CYO's hearing need.
- Help with the use and management of hearing aids, bone anchored hearing devices, CI or other specialist amplification equipment such as assistive listening devices.
- Strategies for staff on supporting learning and creating optimal listening environments.
- Monitoring of the CYP's ongoing progress and access to learning in the educational environment.
- Training for staff and peers around Deaf Awareness and the effective use of amplification equipment.

- Support is given throughout the early years, primary and secondary phase of education. This can continue if the young person remains in further education up to the age of 25 with an EHCP.

What framework of support will the QTODs use?

Levels of support are determined by initial assessment of need using nationally agreed eligibility criteria. The NatSIP criteria for Hearing Support is used as a guide to intervention and support therefore the levels of support may vary depending on the CYP presenting needs. These descriptors are limited and act as guidance for practitioners to be able to identify needs and the point at which additional support can be accessed. It is important to note that these are indicative descriptors and should be considered alongside other factors such as individual learning needs, levels of independence and social environment and the judgement of professionals working with the CYP.

Training offered:

The HS team provides a range of training opportunities to enable parents/carers and practitioners to develop their knowledge, understanding and skills around hearing needs.

This includes:

- D/deaf Awareness
- Developing Professional Knowledge of D/deafness in the SEN field.
- 'Understanding your child's hearing loss' parent/ carer workshop.

Individualised training packages are also offered to settings around understanding CYP's specific hearing needs and/or use of their specialist hearing equipment as appropriate.

Multi-Sensory Impairment

MSI (sometimes called dual sensory impairment or deafblindness) is a combination of impairments to vision and hearing that can affect an individual's communication, access to information and mobility. Although most people with MSI have useful residual senses, either vision or hearing or both, the combination of impairments of vision and hearing can cause far more difficulty than might be expected from the impact of each separately.

MSI in CYP can be, and frequently is, part of a wider spectrum of disabling conditions, including physical and medical disabilities, intellectual disability, and social and emotional difficulties. However, it can also present as the sole primary disability (although it will often cause difficulties with other areas of development). In addition, MSI can be congenital (from birth), acquired, or part of degenerative conditions. These each cause different effects and difficulties for the individual. Combinations of different degrees of VI and HS can have quite different effects which lead to quite different outcomes. For example, for a young person who is severely sight impaired but has a moderate hearing loss, to a child who is severely hearing impaired but has a moderate vision loss. The majority of deafblind people will have some remaining (sometimes called residual) hearing, or vision, or both.

Multi-Sensory Team

Our advisory teacher for MSI works closely with the VI and HS Teams to support CYP (0-25) with MSI. We offer guidance, advice and support to schools and families in order to

maximise opportunities for learning and inclusion so that CYP with a MSI can achieve their potential. We support CYP with MSI in schools and education settings to build their capacity to meet an individual's needs and ensure positive outcomes for them.

We have high aspirations for the achievements of CYP with multisensory impairment and feel that this should not prevent them from thriving, reaching their full potential. We offer personalised and flexible support to CYP, families/ carers, educational settings and other agencies. We work closely with other professionals in order to provide a holistic approach to the support we offer to the CYP and their family

Support Provided

For families/carers our support may include:

- Help with understanding the child's multi-sensory loss.
- Visiting pre-school children at home and providing early support and advice to parents and carers.
- Carrying out assessments, including specialist technology assessments and providing some equipment.

For early years and educational settings our support may include:

- Encouraging and promoting positive attitudes towards CYP with a MSI within the school environment and local communities.
- Support to promote mobility and independence training in schools.

What framework of support will the MSI specialist use?

Levels of support are determined by initial assessment of need using nationally agreed eligibility criteria. The NatSIP criteria for MSI is used as a guide to intervention. Therefore, levels of support may vary depending on the CYP presenting needs. These descriptors are limited and act as guidance for practitioners to be able to identify needs and the point at which additional support can be accessed. It is important to note that these are indicative descriptors and should be considered alongside other factors such as individual learning needs, levels of independence and social environment.

Training offered:

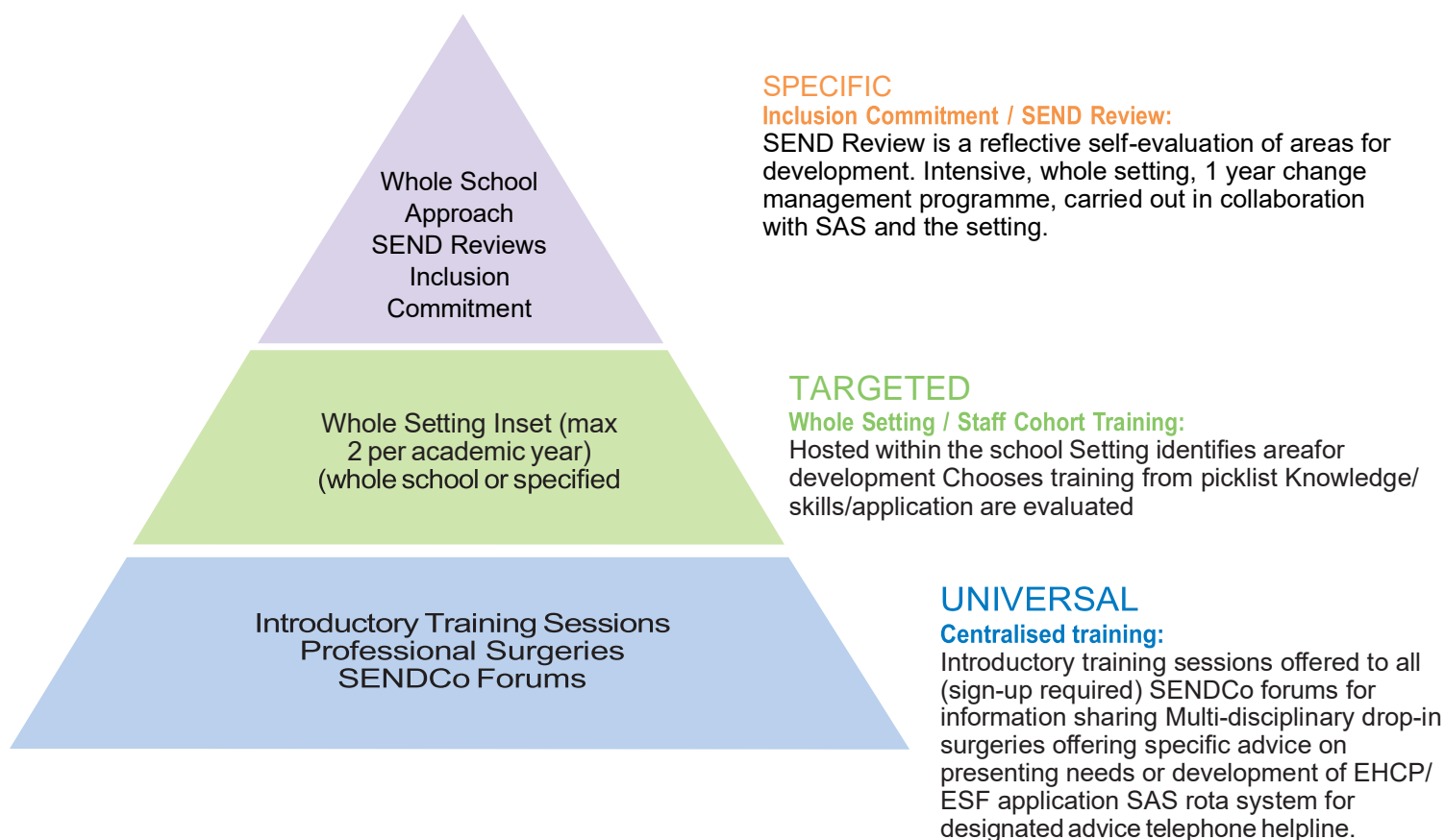
The team offers a range of specialised training for all staff and professionals working with CYP with MSI. This includes:

- Advice, information and guidance to enable the MSI student to engage in the full range of educational activities as appropriate to their needs.

Training Offer

Further details can be found in the [SAS Training Guide](#)

As a multi-disciplinary SAS, we provide a range of courses and workshops to meet the training and professional development needs of those working in early years settings, schools, colleges, health and social care services. The SAS training offer consists of 3 categories: Specific, Targeted and Universal. This is illustrated in the triangle diagram below. We also deliver courses and parent workshops for families of CYP with SEND in Hillingdon.



| Training level | Specified training | Impact measures |
|-------------------|---|--|
| Specialist | <p>Inclusion Commitment</p> <ul style="list-style-type: none"> • Intensive training offer as part of Inclusion Commitment. • Whole Setting training needs identified through SEND Review and pathway audits. • Minimum 5 whole school training sessions linked to identified pathway. (TBC) - to include core training: <ul style="list-style-type: none"> • CoP. • Behaviour. • Parent workshops: <ul style="list-style-type: none"> • Linked to pathway. • Champion Training: <ul style="list-style-type: none"> • Network meetings. • Level 2 external training linked to pathway. • Drop-In sessions for staff: <ul style="list-style-type: none"> • Linked to training session SCERTS ethos and framework to be embedded into training. • SCERTS active engagement outcomes to be used for identified individual C/YP must be embedded into training. <p>Inclusion Commitment must be embedded into SDP & SEND information report.</p> | <ul style="list-style-type: none"> • Pre/post knowledge and skills evaluation. • Pre/post application of skills using SCERTS learning walk criteria. • Action plan with SMART targets - regularly reviewed. • Champions to complete AET/Comm Trust self-reflection progression tools • Data analysis - identifying correlation <ul style="list-style-type: none"> • Attendance. • FT / PEX exclusions. • PT timetables. • SCERTS Active Engagement Assessment. <p>Core curriculum Progress Data.</p> |
| Targeted | <p>Whole School Inset & Cohort training</p> <ul style="list-style-type: none"> • Open to all settings (max 2 per year). • Choice of trainings to be delivered as a whole school or identified cohorts. • Intent for application must be demonstrated by setting. • 1st training must be embedded before further training takes place. | <ul style="list-style-type: none"> • Advisor and SENDCo to co-produce 4 training outcomes which will be measured through the use of an Impact Wheel. • The Impact Wheel will be used to measure progress in key development areas. <p>Follow up learning walks using a pre/post Impact Wheel.</p> |
| Universal | <p>Centralised SEND & Inclusion Training</p> <p>Settings identify professionals to attend around a specific area of need. The training is suitable for:</p> <ul style="list-style-type: none"> • NQTs. • New staff Induction. • Specific staff working with identify children. • Identify CPD needs. <p>Training on specific interventions e.g. Talkboost. Commitment to cascade training required.</p> | <ul style="list-style-type: none"> • Evaluated via attendee feedback forms. Some interventions are evaluated via feedback forms - some have follow-up support visits e.g. Talkboost/Attention Hillingdon. |

Referrals into the Service

What is targeted support for specific CYP?

As part of our targeted offer, settings and internal services can request involvement from our service to work collaboratively to identify person-centred outcomes for specific CYP. All schools and settings should have effective OAP in place for all CYP, including those with SEND (Click [here](#) to access OAP document), and the SAS Advisor will be working alongside the school to assess the effectiveness of the provision.

Prior to requesting 1:1 support, settings must have followed guidance as detailed on our flowchart on the following page. Settings should request involvement from our service at the earliest opportunity so that our advisors can work collaboratively with them to support early identification of possible SEND and to enable settings to embed effective needs-led provision as stipulated in the SEN Code of Practice 2015. It is however important to note that whilst the presentation of some children may suggest underlying difficulties; this may not be the case. There are a range of reasons why a child may present with social interaction or academic difficulties e.g. difficulties in attention, limited expressive and receptive communication, limited vocabulary, longer need for processing time, difficulties reading social cues, turn taking and figurative speech.

All referrals must give consideration to the SEND CoP (2015):

Identification of SEND

A pupil has SEND where their learning difficulty or disability requires special educational provision. Each pupil's current skills and levels of attainment should be assessed on entry, however slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND.

Involving Specialists

A school should always involve a specialist where a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEND support being delivered by appropriately trained staff.

Progress and Attainment

Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents. This should then help determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional support is required.

Inclusive Quality First Teaching

Effective Inclusive Classrooms:

- Concerns identified by teacher and discussed with SENCO
- Analysis of data
- Audit of current ordinarily available provision
- Differentiation of tasks as required
- Discussion with parents, identification and sign posting to necessary support through Local Offer

Assess:

- Build up evidence of CYP's strengths and areas of concern.
- School/Setting to assess ordinarily available provision.
- Assess, monitor and review progress.
- Make parents aware of the process and where to access support if required.

Plan: Consider referral to outside agencies

SEND Advisory Service

Education Psychology Service

Children's Integrated Therapy Services (CITS)

Early Help Assessment for services such as Key working and TAF.

Do: SEND Support – My Support Plan

- Initiate the creation of a MSP in conjunction with CYP and family, detailing clear outcomes.
- Organise TAC/TAYP.
- Refer to SEND CoP.

- Incorporate outside agency recommendations and strategies into MSP.
- Review OAP.
- Organise review date within one term.
- Track and monitor progress.
- Assess impact of support.

Review:

- Continue to review progress every 6 weeks.
- Assess provision to determine if the desired impact is being achieved.
- Consider Early Support Funding or Educational Health Care Needs Assessment.

EHC Needs Assessment

- Severe long-term needs identified.
- CYP needs are matched against the descriptors in the LBH Profile of Need.
- This process identifies that CYP may require the support of an EHCP.
- Complete EHCNA application in partnership with p/c and submit to SEND team.

Early Support Funding

Early intervention approach for CYP's whose needs are best met in a mainstream provision but who require resources outside of what is 'ordinary provision'. Refer to ESF Guidance to establish if CYP meets criteria. Complete ESF Application and submit to the SAS team.

Review of Graduated Response Flowchart

Parent, teacher or a key person who has concerns about a CYP's progress, learning, behaviour or wellbeing.

Multidisciplinary SAS Panel

This is a multiagency panel that supports the Local Authority in its decision making in relation to CYP with SEND (Please refer to SAS Panel Terms of Reference).

The purpose of the SEND Advisory Service Panel is to consider the recommendations presented by educational settings, parents and external agencies to support the LA's decision making in respect of whether:

- Educational settings are effectively implementing OAP.
- The graduated approach is being used to produce SMART outcomes.
- Support is required from the SEND Advisory Service.
- Early Support Funding (ESF) is required following the completion of an MSP.
- Any significant changes recommended by the setting following a review of an MSP are necessary e.g. increase/decrease in resources/the ceasing of ESF.

For further information regarding the SAS Panel, please refer to the SAS Panel Terms of Reference.

How to make a Referral for support

All referrals into the service are to be made using the Stronger Families Hub - [Children Young People and Families Online Service \(hillingdon.gov.uk\)](https://www.hillingdon.gov.uk/children-young-people-and-families-online-service). There is a single point of access for all referrals into the service and this is via the SAS Panel. Professionals can make requests for involvement by completing a Stronger Families referral via the hub. For requests for EY Inclusion Funding & ESF, please see the Funding section of this document.

It is imperative that all referral forms are submitted with informed consent from the parent/guardian and young person, if over 16.

Referrals must be completed via the Stronger Families Hub.

The panel will review the available evidence and determine the quality and relevancy of the information contained in the referral. We will then make an informed decision regarding which team within the service we feel will provide the greatest support.

Quality of referrals into the service

The referral must be informative and identify the reasons for requesting involvement from the SAS. They must include as much current information about a CYP as possible.

To ensure the panel makes an informed decision, referrers should include the following wherever possible:

- Completed MSP (if available).
- Reports from professionals supporting the child i.e., SaLT, OT etc Progress & Attainment information.
- Behaviour Support Plans.
- Attendance records.
- Anything else deemed relevant at the time

Referrals may be declined for a number of reasons which may include that:

- They are partially completed/show insufficient detail e.g. challenging behaviour – this needs to be explicit: ‘when given an instruction, CYP throws objects at the adult’.
- There was insufficient evidence to show that your setting has implemented purposeful action to assess and plan for the CYP special educational needs.
- The review process did not evidence the impact of the specific strategies and interventions used.
- Initial enquiries reveal that there are pre-existing high levels of involvement with alternative external professional support which would negate the need for the SAS involvement.

Expectations on settings:

- Facilitate communication with advisors / key workers once they make contact and aid the advisor to observe and work with the CYP.
- If contact is unsuccessful after telephone calls and 2 email attempts, a letter will be sent and the referral will be closed.
- Case closure procedures will apply (see below).
- Before any observations carried out by advisor, setting staff to update advisor on any pertinent information and inform environmental and social background to the day.
- Ensure suggested recommendations, interventions and approaches are disseminated throughout all staff working with CYP.
- Monitor the embedding of strategies.
- Failure to embed suggested strategies may result in withdrawal of support.
- Case closure procedures will apply (see below).
- Review the impact of interventions by continuing APDR and feed this back to the advisor, encouraging a partnership.
- Ensure advisors are informed when a CYP is absent for a scheduled observation.
- If a SEND key worker is involved, he/she will be the first point of contact for other professionals and agencies working with the CYP and family who need information and advice about a CYP and family’s needs.
- Participate in joint home visits, if necessary.
- Work together with the family, CYP to complete One Page Profile including the priorities and aspirations.
- Discuss priorities and plan TAC / TAYP meeting family and CYP.
- Chair TACs/TAYPs.
- Complete MSP.

Case closures:

Under the unlikely circumstance that no contact can be made with settings once a referral has been accepted.

A follow up email will be sent after 5 days of receiving no response.

A third and final attempt to contact settings through email will then be made.

If no contact is received after the third email attempt a case closure letter will be issued.

If settings are not following the recommended advice and/or strategies are not being embedded.

- A Professionals Meeting will be held with the Headteacher, SENDCo and relevant stakeholders.
- Difficulties and concerns will be discussed as to why the recommended advice and strategies have not been embedded.
- Next steps will be agreed with settings e.g. to embed recommended strategies after any difficulties have been resolved with the support of the linked advisor and/or referral made to other services.
- A case summary report will be shared with settings and the family outlining the next steps.
- After 3 weeks a follow up Professionals Meeting review will take place.
- In the event that advice and strategies are still not being followed the case will be closed and a case closure letter will be issued by email to the SENDCo and family.
- The Participation Team will be informed.

Application Pathway for Support from the SEND Advisory Service



Funding Available for CYP via the SAS

Early Years SEND Inclusion Funding

The Early Years National Funding Formula, finalised in December 2016 outlines the following points for local authorities and early year providers to be aware of when allocating additional funding to support with meeting the needs of disabled children and children with special needs as follows:

A targeted Disability Access Fund (DAF), paid as an annual sum to providers in respect of children eligible for the three and four year old early education entitlement and in receipt of Disability Living Allowance (DLA) taking up a place in their setting.

All local authorities are required to establish a SEN Inclusion Fund in their local funding systems for 3- and 4-year-olds with lower level or emerging SEN taking the free entitlement.

The Council provides SEN EY Inclusion Funding to EYs settings, enabling them to further support and educate children with special educational needs and/or disabilities (SEND) up to their entry into reception.

This funding is also available to Childminding services who are educating or caring for children with SEND.

The funding has been available for those children who do not have an Education, Health and Care Plan (EHCP), however in some cases funding has been deployed to settings as a top up to enable them to support a child with high levels of need, in the absence of the Notional £6k that schools have access to.

This funding has also been used towards purchasing specialist equipment to enable children in need to attend an early years setting.

EY Inclusion Funding will support early years children with a level of need identified in two or more of the Early Years Foundation Stage (EYFS) prime areas, (Personal, Social & Emotional Development, Communication & Language and Physical Development) or have complex needs in one area. EY Inclusion Funding also supports children who present behaviour that challenges due to various reasons, or sudden changes in their development due to their SEND.

Children in receipt of EY Inclusion Funding are likely to be referred to and/or known to a range of professionals e.g. Speech and Language Therapy Service and/or the SEND Advisory Service.

It is intended that the SEN Inclusion Fund should 'target' children with lower level or emerging SEND' (SEND Support) to support early identification and intervention. However, the Council recognises the good practice in early years settings in the inclusion and support of children with more significant and complex needs. Therefore, the funding should also be used to support children with more significant and profound needs to access early years education during the initial assessment of needs.

This would mean that the following groups would be eligible:

- Children aged 0 – 3 years of age where parents/carers are paying the cost of placement or other funding streams are supporting their placement

- 2-year olds in receipt of 2-year-old Funding
- 3- and 4-year-olds in receipt of any number of hours of Early Education Entitlement

The following groups would not be eligible:

- Early Years children with SEND who attend an out of borough setting
- Children who have access to High Needs funding through an EHCP or Early Support Funding
- Children who are eligible or in receipt of Disability Access Fund
- Children who are in Reception classes

Please see [EY Inclusion Funding Guidance](#) for more information.

Early Support Funding

The Special Educational Needs and Disability Code of Practice 2015 tells us that ‘the responsible local authority should provide additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold’ (SEND CoP 2015; 6.99).

Hillingdon has adopted an approach used by other local authorities who also delegate high needs funding to educational settings as a way of incentivising schools to be more inclusive and allowing them to use funding creatively’ (London Councils’ - Inclusive Practice; 2019:25). ESF is the process Hillingdon uses to allocate High Needs Block Funding for individual CYP who have significant barriers to learning and so require special educational provision which costs more than the nationally prescribed threshold. It is for CYP whose needs are best met within a mainstream provision but who require resources outside of what is ‘ordinarily available’.

Utilising a flexible funding approach advocates early intervention and allows the necessary resource to be deployed in a timely manner. This approach supports settings to meet the needs of CYP who are experiencing challenges, where it is not established that their individual needs are severe or long term. It is not an additional influx of resources available to the local authority and, although funded through the same income stream, it is not a replacement for an EHCP.

Most children and young people in Hillingdon with SEND have their needs met within local mainstream early years providers, schools or colleges from within the resources normally available to them. To do this, educational settings must make a range of ‘ordinarily available’ provision for all children and young people, including those with SEND from the totality of financial resources available to them.

A small number of children/young people will need a higher level of support than educational settings feel they can provide from their normal budget. These will be children and young people who have already received a high level of support within the setting (SEN Support) however, they are not progressing or not progressing sufficiently well. For this group, all educational settings can apply for ESF.

What are the benefits?

- This is person centred funding, not a banded model, allocated by the support required as itemised on the provision map.
- SAS Panel meet weekly, so if the request is accepted then funding is usually allocated within two weeks of submission.
- All successful ESF applications are allocated a SAS linked advisor for further support

For further information please see the Non-Statutory Funding Guidance here

[Information for professionals - Hillingdon Council](#)

Early Health Notifications (EHN)

The **Statutory Early Health Notification (EHN) when a child 0-5 is thought to have SEND** should only be used by Health Professionals and in the following circumstances:

Children & Families Act (2014) Section 23: Duty of health bodies to bring certain children to local authority's attention

1. This section applies where, in the course of exercising functions in relation to a child who is under compulsory school age, a clinical commissioning group, NHS trust or NHS foundation trust form the opinion that the child has (or probably has) special educational needs or a disability.
2. The group or trust must:
 - a. inform the child's parent of their opinion and of their duty under subsection (3), and
 - b. give the child's parent an opportunity to discuss their opinion with an officer of the group or trust.
3. The group or trust must then bring their opinion to the attention of the appropriate local authority in England.
4. If the group or trust think a particular voluntary organisation is likely to be able to give the parent advice or assistance in connection with any special educational needs or disability the child may have, they must inform the parent of that.

Please do not select the Start Early Health Notification option if you are not a Health Professional who is complying with this duty.

Making a Referral using EHN

As part of our vision to ensure a holistic approach to supporting the needs of children and young people, when notifying the Local Authority using this process, you will be directed to the Stronger Families Hub - [Children Young People and Families Online Service \(hillingdon.gov.uk\)](https://www.hillingdon.gov.uk) and then the Early Health Notification tab to do this. It is helpful if any reports or other information can also be attached to the referral. This will enable us to log the notification, gather relevant information and assess whether any intervention is required.

If you wish to request support directly from one of our services (e.g. SEND Advisory Service or Portage) then you can also use the EHN/EHA as a referral route, at the same time.

EHN / 0 –5 tracking Panel

The Purpose of the Panel is to improve co-ordination and joint planning of services for children (0-5) with special needs and/or disabilities and their families. The Multi-Disciplinary panel will do this by effectively utilising the Early Health Notifications (Section 23 C&FA).

Terms of Reference – [EHN/0-5 tracking Panel Oct 23 TOR](#)

EHN Guidance – [Guidance for Submitting an EHN](#)

Working in Co-production with Parents & CYP

What the legislation states

The SEND CoP (2015) states “where a setting identifies a child as having SEND they must work in partnership with parents to establish the support the child needs”, it also outlines its expectations of principles that underpin all legislation and guidance related to SEND:

“1.1 Section 19 of the Children and Families Act 2014 makes clear that local authorities, in carrying out their functions under the Act in relation to disabled CYP and those with special educational needs (SEN), must have regard to:

- the views, wishes and feelings of the child or young person, and the child’s parents.
- the importance of the child or young person, and the child’s parents, participating as fully as possible in decisions, and being provided with the.
- information and support necessary to enable participation in those decisions.
- the need to support the child or young person, and the child’s parents, in order to facilitate the development of the child or young person and to help.
- them achieve the best possible educational and other outcomes, preparing them effectively for adulthood”.

Why is working with parents so important?

Parents can often help to identify the SEND of their children and if given the chance will make valuable contributions to the assessment of their child or young people. By working together and sharing expert knowledge informed decisions can be reached which are better understood by all.

The involvement of parents can also help in building trusting relationships with practitioners and enable practitioners to build and sustain positive relationships with the CYP that they work with.

What is participation?

The purpose of parent participation is to enable parents to get involved in service planning and decision making so that services meet the needs of families with disabled CYP and resources are not wasted on services which parents and families do not take up. Effective parent participation happens when parents have conversations with, and work alongside, professionals, in order to design, develop and improve services. This conversation benefits everyone. Working with parents helps professionals to understand what needs to happen to develop services that meet families’ needs. Working with professionals helps parents understand the complexity involved and the challenges faced by the professionals who have to bring about that change. Working together and sharing knowledge enables parents and professionals to find solutions that work.

How the SEND Advisory Service works with parents & CYP

The SEND Advisory Service works alongside parents and carers to support CYP aged between 0-25 to establish and identify the support they need. This could be through resources/activities and advice for CYP with autism, sensory impairment difficulties or other SEND. In addition, this could be through signposting parents to specific professional, organisations or training courses. Such as the Special Educational Needs and/or Disability Information Advice and Support Service (SENDIASS), Family Information Service (FIS), Hillingdon connect/ local offer, parent courses (cygnets and early bird) and Attention Hillingdon.

The EY SEND advisors on some occasions meet with parents face to face during the initial visit to observe the child in the EY settings. Parents views are captured and recorded and shared in the report submitted to the early years setting and p/c by the EY SEND advisors.

SEND Key workers work with CYP between their home and setting or school environment to identify a holistic approach that will tailor early intervention. Some of the SEND key workers key working functions consist of, partnership working with families, providing emotional and practical support, identifying strengths and needs of all family members, act as the 'single point of contact' and facilitate multi-agency meetings, single planning and joint assessment processes.



The SAS Advisory Service advocates TAC – this is a collaborative child centred approach to gather meaningful information in order to effectively plan and respond to the needs of the CYP. It operates in partnership with parents and carers, with a team of professionals around the CYP.

Parents are encouraged to express their views on behalf of the child or young person in order to contribute to the child or young person's my support plan. We also encourage parents to attend MSP review meetings.

The SEND Advisory Service has an advice line which offers support to parents of CYP with SEND and the professionals that work with these families via an advice line. We can help with resources/activities or general SEND advice.

How we want to improve this aspect of our service

We welcome feedback and suggestions from P/C who use our service. Advisors from the different services within our team have regular contact with parents keeping them up to date with changes and progress. This also gives parents the opportunity to provide any feedback to the advisor.

We also provide opportunities for parents to provide feedback after attending courses such as Cygnets, Early bird, Triple P Stepping tones. This helps us improve our delivery of the training sessions and course content etc. We also use a reflective document called the 'Impact Wheel' which measures the impact of our support on the CYP and/or the family.

Before any area within the SAS Advisory Service is amended, a review takes place in the form of a work stream. We invite a representative from each sub team in our service and external stakeholders. We extend this invite to a member or representative of the parent and carer forum, to have their say in the work stream.

What settings can do to achieve parent and CYP participation?

There are many benefits of having a practitioner and parent partnership. Parents provide invaluable insight into the likes/dislikes and strengths/weaknesses of their child. This voice should always be heard. Effective communication between parents and the professionals within the educational setting improves outcomes for the CYP and facilitates better support within the educational setting. Communication can be sought in many different ways via formal and informal meetings, telephone calls and questionnaires/forms.

Consulting parents about their child's early experiences helps practitioners to plan for effective learning at/within the setting, and helps them support parents in continuing their children's learning development at home. Engaging parents of CYP with SEND and activity encouraging their participation in the assessment process, along with planning and delivery, gives parents a sense of inclusion and provides a strong support network for the child. In addition, it gives the parents an opportunity to have a voice

in their child's journey through education and to contribute to the strategic planning of support. The focus should be on the outcomes. Sharing reports, assessments and observations on a regular basis and keeping parents up to date with any changes in their child's development.

It is imperative that settings obtain parental consent before involving or referring to professionals. For example speech and language therapist, occupational therapy and other external professionals.



Settings can offer feedback forms or anonymous boxes to allow parents to voice their opinions and comments. Parents can shed a different light on the services offered to their child and the process. Settings may also want to provide family workshops and family learning sessions to enhance parental understanding of their child's additional needs.

Training and workshops available to P/C, delivered by the SAS

All teams within the SAS offer parent workshops / training. Parents of children in Inclusion Commitment schools will be invited to a series of more focused workshops, hosted by the school / setting. Please click here to access the SAS training brochure: [2020/21 SEND Training Brochure](#)

Elklan Let's Talk Together

A practical training course for P/C (including child minders) and school-based practitioners wanting some key skills and knowledge in developing the communication skills of children with social communication need including ASD.

- Opportunities to discuss ideas to help children learn to listen, understand and talk.
- Information about communication difficulties children can experience.
- Opportunities to meet other school practitioners, parents and carers.

- Information about normal speech and language development.
- An illustrated workbook full of practical tips and ideas which provides a rich source of individualised strategies and information to support a specific child.

Cygnets

Cygnets is a FREE parenting support programme for P/C of CYP aged 4-18 with a diagnosis of ASD and/or social communication difficulties.

What are the aims of Cygnets?

- Provide information and support post diagnosis, or waiting for diagnosis.
- Develop P/Cs' knowledge and understanding on how a child on the autistic spectrum experiences the world around them.
- Guide P/C through practical strategies they can use to support their child.
- Increase P/Cs' confidence in understanding and managing their child's behaviour.
- Provide local support opportunities with other parents with similar experiences.

EarlyBird - National Autistic Society

EarlyBird is for parents whose children have received a diagnosis of an autism spectrum disorder or are on the pathway to. The child must be under 4 years of age and not in full time school.

The programme aims to support parents in the period between diagnosis and school placement, empowering and helping them facilitate their child's social communication and behaviour in their home environment. It also helps parents to establish good practice in supporting their child at an early age.

Attention Hillingdon also known as Attention Autism (**licence name**)



Attention Autism was developed by Gina Davies predominantly for children who have Autism, however the intervention has immeasurable benefits in developing the attention and listening skills for all children. It aims to engage children and promote natural and spontaneous communication through an 'irresistible invitation to learn.' Attention Autism is an approach that we use in Nurseries and

Schools across our borough to aid the development of attention and engagement of pupils for extended periods. The programme also promotes the use of key vocabulary and invites children to participate in adult-led activities enabling them to learn new skills in an unconventional and fun way of learning.

London Borough of Hillingdon's Parent Carer Forum

The London Borough of Hillingdon Parent and Carer Forum are the voice of parents and carers who reside within the borough, supporting the services accessed by CYP with SEND aged 0-25 through cooperating with the local authority.

What we do: We exist to harvest the voice of parents/carers in the London Borough of Hillingdon, to help shape the services accessed by our SEND CYP aged 0 to 25, by way of co-production with the local authority.

How we encourage participation through our 6 levels of involvement:

- Become a member of our Steering Committee, contributing to our monthly meetings at the Civic Centre (we currently have a waiting list)
- Be a parent representative, attending regular Hillingdon council workstream meetings
- Participate on adhoc council-led SEND projects
- Help us to host SEND coffee mornings at your CYP's school/college
- Help us to manage stalls to promote what we do, at events, fairs, parents' evenings etc.
- From home, review Hillingdon Council processes, websites, provide ideas & feedback, respond to surveys etc.

We are not a support group. However, we can signpost and send out information that we receive from reliable sources.

Views and Feedback - we distribute emails/letters/information from the local authority and invite feedback and questions where relevant. When we receive feedback, we either present this at the council groups that we attend, or email directly to the relevant team at Hillingdon. We allow services to use our email database to reach

out to our parents/carers for surveys they manage (eg. from Healthwatch, National Network of Parent Carer Forums, Contact etc.).

The Graduated Approach

The SEND Code of Practice (2015) defines the 'Graduated Approach' as: 'a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes' (6.44).

Inclusive quality-first teaching

The SEND Code of Practice (2015) is clear that this is the first step in responding to CYP who have, or may have, a SEND: 'Additional intervention and support cannot compensate for a lack of good quality teaching (1.24).'

The Teachers' Standards (2012) states 'it is every teacher's responsibility to "adapt teaching to respond to the strengths and needs of all pupils'.

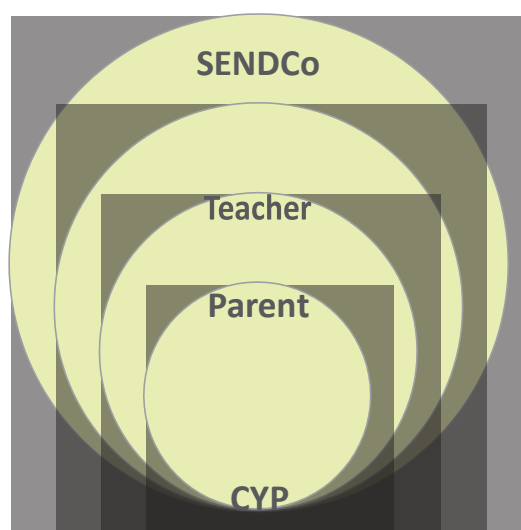
SEND Code of Practice (2015) states that 'teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff'.

Teachers should consider, with the support of the SENDCo:

- What they know from the individualised assessments they have undertaken: the pupil's strengths, areas of need, barriers to and gaps in learning.
- The views of the pupil and their P/C.
- What changes or adaptations, to day-to-day class/subject teaching, may be needed as a result of assessment.

Notice that:

- The child and the family are at the heart of the process.
- The teacher envelops the child and family and is the professional who is accountable and responsible for the child's progress.
- The SENDCo provides professional guidance to colleagues and works closely with parents/carers and with other agencies.



The four part cycle - Assess, Plan, Do, Review



SEND Support and the Graduated Approach

By using the process of ADPR, over an appropriate period of time (for at least two cycles), support can be applied and, if required, adapted as part of a 'graduated approach'.

Assess

This is the first stage in the cycle. Teachers gain an understanding of a CYP's strengths and support needs, which is critical to:

- Planning effective teaching.
- Determining appropriate provision.
- Informing adjustments to teaching that will lead to good progress and improved outcomes for CYP.

Often the temptation is to move straight to the planning stage – writing targets and identifying provision – without spending sufficient time identifying precisely where the gaps and barriers to learning currently lie.

CYP who are presenting with difficulties in key areas need to be assessed so that the right support can be given. This should include: asking P/C for their views; talking to professionals who work with them (such as a teaching assistant) and looking at professional reports and associated information.

A 'Whole Setting' Approach to assessment

Assessment of needs starts with a whole setting approach so that CYP who are not making expected progress can be identified quickly. Many schools use regular pupil progress meetings to identify these CYP.

For CYP who are not making expected progress despite high quality, suitably differentiated teaching, the SEND Code of Practice (2015) suggests a range of sources of information that teachers can draw on:

- Teacher/EY practitioner assessment and knowledge of the CYP.
- Data on progress, attainment and behaviour.
- The CYP's development in comparison with their peers.
- The views and experience of parents.
- The CYP's own views.
- Advice from external support services.

Sometimes it will be necessary to use more fine-tuned assessment to further explore the identified 'gaps' and/or to clarify what the barriers to learning might be. There are several individualised assessment 'tools' and approaches the setting can use to support this closer identification of need, such as:

- SCERTS progress tracker - used and endorsed by SAS team.
- Standardised tests.

- Profiling tools, for example for behaviour and speech, language and communication needs.
- Criterion-referenced assessments and checklists.
- Observation schedules and prompt sheets.
- Questionnaires for parents.
- Questionnaires for pupils.
- Screening assessments, for example for dyslexia.
- Specialist assessments from a SALT or EP etc.

It is important to remember that it is teachers and support staff (not just the SENCo) who need to know and understand the outcomes of these assessments and to use them to inform adjustments to their day-to-day teaching or to targeted interventions.

Plan

This is the second stage in the cycle. For this stage to be effective, staff working with the SENCo will need to have completed a thorough assessment of a CYP's needs during the 'assess' stage. Information gathered should provide a detailed picture of where extra support is required. The planning stage determines what support is to be put in place and put in place and how that support will be structured. A clear, outcome focused action plan must detail who, what, where and when this provision will be implemented.

For CYP requiring SEND support, the following should be considered:

- High-quality group/or subject specific teaching
- Targeted provision
- Evidence based interventions

Do

This is the third stage in the cycle where teachers gain a growing understanding of effective support. The SEND CoP (2015) emphasises that the teacher has day-to-day responsibility for the learning and progress of all pupils. It also sets out the role of the SENDCo.

It is important that teachers work closely with teaching assistants or other specialist staff to plan and assess the impact of targeted interventions. This planning and review time should be planned for explicitly and take place regularly. Some schools use strategies such as:

- Joint planning, preparation and assessment.
- Support staff paid to join planning and departmental meetings.
- Assessment logs.
- Quick and concise communication tools to convey the outcomes of targeted provision.
- Work done during targeted provision being recorded in pupils' class/subject books so that teachers can see what work has been done and to what standard and can pick up any emerging issues as soon as possible.

Outstanding teachers continually reflect on where pupils are in their learning, where they are going and how best to enable them to get there. Ensuring that there is a high level of pedagogical discussion around how pupils' day-to-day learning is developing is crucial to enhancing teaching and learning.

Review

This is the fourth and final stage in the cycle where teachers gain a growing understanding of what approaches secure better outcomes. Teachers continually review pupils' progress, formally and informally, and this should be no different for pupils with SEND.

The SEND CoP (2015) states that progress towards meeting planned outcomes should be tracked and reviewed at least once a term and the outcomes of the review should feed directly into the next planning phase of the graduated approach.

My Support Plan, Guidance & Advice

What is a 'My Support Plan'?

The London Borough of Hillingdon's MSP has been co-produced over a period of time alongside representatives from our Parent/Carer Forum, SENDCos, Early Years practitioners, Deputy Headteachers and various members of the SEND Advisory Service.

The purpose of an MSP is to help families and professionals to identify the SEND of a CYP, how these can be met and to use this knowledge to coordinate a plan of support which is completed following a TAC, TAYP meeting and should include the CYP's and family's views.

It should be used for CYP with SEND who are not making adequate progress towards achieving positive outcomes. It can capture a setting's graduated approach to

meet the needs of a CYP with SEND. It is a 'live document', shared and updated as circumstances change with the aspiration of achieving a 'tell us once' approach.

Team Around the CYP approach

In line with the SEND Cop 2015, the London Borough of Hillingdon fully endorses a collaborative approach to supporting CYP with SEND and their families.

When completing a 'My Support Plan' it is essential that all those involved with supporting the CYP attend the meeting and offer support, advice and guidance.

In preparation for developing this plan, it is recommended that a CYP centred conversation has taken place with the CYP and their family. If the CYP is unable to communicate their thoughts and views verbally, alternative forms of communication should be considered, e.g. Talking Mats and/or capturing through observation or filming the CYP.

One Page Profile

Section 19 of the Children and Families Act 2014 states that the local authority must take into account the views and feelings of the CYP, hence the request for a One Page Profile.

The One Page Profile must include information from the CYP's point of view with regards to their aspirations, strengths and interests, encapsulating the 'Tell it once approach'.

Outcomes

The SEND CoP (Section 9.66) describes outcomes in the following way:

An outcome can be defined as the benefit or difference made to an individual as a result of an intervention. It should be personal and not expressed from a service perspective, it should be something that those involved have control and influence over, and while it does not always have to be formal or accredited, it should be specific, measurable, achievable, realistic and time bound (SMART).

- Specific - clear about what needs to be done.
- Measurable - the frequency or duration of the action is specified.
- Achievable - actions are achievable and have the capacity to succeed.
- Realistic/Related - related to the SEND of the CYP and outcomes have got to be realistic.
- Time bound - the time for completion of each identified intervention is specified making it easy, at review, to determine whether or not the outcomes have been achieved.

Effective Provision Maps:

- Give a clear link between provision and the area of need.
- Detail the recommendations from professionals/specialists involved
- e.g. EPs, SALTs.
- Ensure all interventions are specific to the CYP's areas of need and that they are also age appropriate.
- Provide details of the impact and of any support provided, ask yourself "so what?".
- Give detailed information in relation to the cost of provision.
- Ensure calculations reflect the number of days/hours the child/person attends the setting.
- Demonstrate accountability, who will deliver the intervention:
 - TA.
 - LSA.
 - HLTA.
 - Teacher.
 - Specialist Practitioner.
- Are specific to a particular child/young person.
- Are correctly costed. London Borough of Hillingdon rates for additional 1:1 support. The rate of an additional 1:1 is currently £12.70 per hour; this means that the London Borough of Hillingdon will not pay any more towards a member of staff who is supporting a child/young person in a 1:1 capacity.
- For statutory aged CYP must detail where the school resources have been used.

An Example Provision Map

| Outcome | 1 | 2 |
|--------------------------------------|--|--|
| Intervention | 1:1 Intervention Handwriting without tears 15 min per day X 5 days a week | Social skills group to develop friendships, interaction skills and sharing |
| Staff/ pupil ratio | 1:1 | 8:1 |
| Staff & cost per hour | TA = £12.70 | Learning Mentor £12.70 |
| Weekly duration | 15 min per day x 5 days per week = 75 minutes | 5 x 30mins per week = 2.5 hrs 39 weeks |
| Weekly Cost | £15.87 | £31.75 ÷ 8 = £3.96 |
| Annual | £15.87 x 39 weeks = £618.93 | 154.44 |
| Impact | XX to be able to write legible key words to communicate meaning. 10 key words identified: (went, he, the, was, a, to, and, Mum, Dad, on) | Keith is almost able to play independently with one child for 10 minutes |
| Outcome met? A/P/U | P | U |

For comprehensive guidance on completing an MSP with a provision map exemplar , please refer to the document: My Support Plan guidance and Example of ESF My Support Plan which can be found here ([Information for SEND professionals - Hillingdon Council](#))

SENCo Forum

Purpose:

The Early Years SENCo Forum occurs once a term, it provides updates from the SAS Team, and input from relevant professionals. It also has targeted training that has been requested from SENCos. This is an opportunity to provide all settings with new and up to date relevant information.

The School SENCO Forum occurs twice a term, it provides updates from the SAS Team, and input from relevant professionals. It also has targeted training that has been requested from SENCos. This is an opportunity to provide all settings with new and up to date relevant information.

Who attends:

- SEND Advisory Service
- Educational Psychology Service
- SEND Team
- SENCo's from PVI and Childminder settings (for Early Years SENCo Forum)
- SENCo's from Schools (for Schools SENCo Forum)

SAS Advice Line

The Send Advisory Service offers support to parents, of children and young people with SEND and the professionals that work with these families via an advice line.

We can help with resources/activities / strategies or just general advice.

You may wish to contact us to discuss the following:

- Resources or advice for children and young people with Autism,
- Resources or advice for children and young people with sensory impairment difficulties,
- Resources or advice for children and young people with other Special Educational Needs & Disabilities,
- Fun activities for the whole family,
- Activities to help keep children and young people who are attending educational settings engaged,
- Support with successful risk assessing (educational settings),
- Sign-posting to existing council services,
- Advice about making a possible referral.

To access support, please email:

- sasinclusion@hillingdon.gov.uk who specialise in providing support for children and young people aged 2 and above,

- saskeywork@hillington.gov.uk who specialise in providing whole family guidance and support,
- sassensory@hillington.gov.uk who specialise in providing support for children and young people with sensory impairment difficulties.

Please provide us with the following information:

- Your name and the telephone number you would like to be contacted on.
- The name of your child's school.
- Times and dates you are not available.
- A brief description of the type of support/advice that you need.

SAS Advice line - [Poster](#)

Newsletter

Who contributes?

The newsletter is emailed to all schools/settings every six weeks. This platform has contributions from:

- SEND Advisory Service
- Early Years Advisory Team
- SEND Key Working Team
- Sensory Impairment Team
- SEND Statutory Service Team
- Educational Psychology Service

Purpose of the newsletter:

The teams use the newsletter to share:

- Most recent updates
- Updated Government Guidance
- Vital links to key documents such as, resources, MSP and ESF guidance and examples.
- SEND and Inclusion training registration links
- Parents training registration links
- Resources for schools and parents

Acronym Key

| Acronym | Meaning |
|-----------------|--|
| ADHD | Attention Deficit Hyperactivity Disorder |
| APD | Auditory Processing Disorder |
| ASD | Autistic Spectrum Disorder |
| CA | Clinical Assessment |
| CAAS | Centre for ADHD & Autism Support |
| CAMHS | Child and Adolescent Mental Health Services |
| CAMHS LD | Child and Adolescent Mental Health Services, Learning Difficulties |
| CCNT | Children’s Community Nursing Team |
| CDC | Child Development Centre, Hillingdon Hospital |
| CDC | Council for Disabled Children |
| CHL | Conductive Hearing Loss |
| CHWSG | Children’s Hearing Working Services Group |
| CI | Cochlear Implant |
| CIN | Child in Need |
| CL | Cognition & Learning |
| CP | Child Protection |
| CP | Cerebral Palsy |
| CVI | Cerebral/Cortical Vision Impairment |
| CVI | Certificate of Visual Impairment |
| CWD | Child with Disability |
| CYP | Child(ren) and/or Young Person/People |
| DLA | Disability Living Allowance |
| DLD | Developmental Language Disorder |
| DS | Down’s Syndrome |
| ECLO | Eye Clinic Liaison Officer |
| EHA | Early Help Assessment Referral |
| EHCP | Educational Health Care Plan |
| EHN | Early Health Notification Form |
| EP | Educational Psychologist |
| ESF | Early Support Funding |
| EY | Early Years |
| FASC | First Assessment Social Communication |
| FVA | Functional Vision Assessment |
| GDD | Global Developmental Delay |
| GDPR | General Data Protection Regulations |
| GOSH | Great Ormond Street Hospital |
| HACS | Hillingdon Autistic Care & Support |
| HI | Hearing Impairment |
| HIST | Hearing Impairment Specialist Teacher |

| Acronym | Meaning |
|------------------|--|
| HV | Home Visit |
| IAR | Inter Agency Referral |
| KW | Key Working |
| HV | Health Visitor |
| LAC | Looked After Child |
| LA | Local Authority |
| LogMAR | A measurement of Vision |
| LSA | Learning Support Assistant |
| MDTA | Multi-Disciplinary Team Assessment |
| MDTB | Multi-Disciplinary Team B |
| MH | Mental Health |
| MSI | Multi-Sensory Impairment |
| MSP | My Support Plan |
| NDCS | National Deaf Children's Society |
| NG | Nasal Gastric (feeding tube) |
| NHSP | Newborn Hearing Screening Protocol |
| OPP | One Page Profile |
| OT | Occupational Therapist |
| PA | Paediatric Audiology, Hillingdon Hospital |
| PBS | Positive Behaviour Support |
| PDA | Pathological Demand Avoidance |
| PHV | Portage Home Visitor |
| PSA | Principal SEND Advisor |
| PT/Physio | Physiotherapist |
| QToD | Qualified Teacher of the Deaf |
| QTVI | Qualified Teacher of the Visually Impaired |
| RAG | Red, Amber, Green |
| RNIB | Royal National Institute for the Blind |
| SALT | Speech and Language Therapy |
| SAS | SEND Advisory Service |
| SCERT® | Social Communication, Emotional Regulation, Transactional Support. |
| SEMH | Social Emotional Mental Health |
| SEND | Special Educational Needs & Disabilities |
| SENDCo | Special Educational Needs & Disabilities Coordinator |
| SENDIASS | Special Educational Needs and/or Disability Information Advice and Support Service |
| SI | Sensory Impairment |
| SLCN | Speech Language & Communication Needs |
| SLD | Severe Learning Difficulties |
| SMART | Specific, Measurable, Achievable, Realistic/Related. Timebound |
| SNELLEN | A measurement of Vision |

| Acronym | Meaning |
|-------------|-------------------------------|
| SNHL | Sensori - Neurol Hearing Loss |
| SRP | Specialist Resource Provision |
| SW | Social Worker |
| TAC | Team around the Child |
| TAF | Team around Family |
| TAYP | Team around a Young Person |
| VA | Visual Acuity |
| VI | Visual Impairment |

Further Information

Voluntary organisations who support multi-sensory impaired children, young people and their families:

Council for disabled children CDC - Organisation for the disabled children's sector bringing together professionals, practitioners and policy-makers.

CHARGE Family Support Group - Supportive network for people with CHARGE syndrome and their families

Vision Impairment: (VI)

- [VIEW](#)
- Guide Dogs support for families and children. <http://www.guidedogs.org.uk/getting-support/help-for-children-and-families>
- Royal Society for Blind Children. www.rsbc.org.uk
- Royal National Institute for the Blind. www.rnib.org.uk
- RNIB Information about the cane. www.rnib.org.uk/cane-explained
- VICTA Grants. www.victa.org.uk/our-services/grants
- Living Paintings free postal library. livingpaintings.org
- Seeing Ear, large print, braille and audio books. www.seeingear.org
- Sight Advice. www.sightadvicefaq.org.uk
- UK Association for Accessible Formats. www.ukaaf.org
- List of eye conditions and what they mean. www.moorfields.nhs.uk/listing/condition

Hearing Support: (HS)

- The National Deaf Children's Society (NDCS) The NDCS is a voluntary organisation that supports deaf children, young people and their families. www.ndcs.org.uk
- [Natsip Standard](#).
- Action on Hearing Loss. www.actiononhearingloss.org.uk
- Auditory Verbal UK. www.avuk.org
- British Deaf Association. www.bda.org.uk
- Cued Speech UK. www.cuedspeech.co.uk

- DELTA Deaf Education through Listening and Learning. deafeducation.org.uk
- Ewing Foundation. www.ewing-foundation.org.uk
- The Elizabeth Foundation. www.elizabeth-foundation.org
- Scope. www.scope.org.uk

Multi-Sensory Impairment: (MSI)

- National Sensory Impairment Partnership (NATSIP) www.natsip.org.uk.
- The National Deafblind and Rubella Association – National voluntary organisation working with and supporting people who are deafblind or have associated impairments. <https://www.sense.org.uk/about-us/>
- Collection of information and resources for deafblind people – Collection of information and resources for deafblind people <https://deafblind.org.uk/>
- Deafblind International www.deafblindinternational.org

Early Years (EYFS)

- www.foundationyears.org.uk
- councilfordisabledchildren.org.uk
- www.cnwl.nhs.uk/services/community-services/children-integrated-herapy-service
- www.pacey.org.uk/working-in-childcare/spotlight-on/autism

Keyworking: (KW)

- Council for Disabled Children. www.councilfordisabledchildren.org.uk
- Hillingdon Care and Support Directory. www.connecttosupporthillingdon.org/children
- Carers Trust Hillingdon. www.carerstrusthillingdon.org
- Hillingdon Parent Carers Forum. www.hillingdonpcf.com
- Special Education Needs Disability Information Advice and Support Service www.hillingdonsendiass.co.uk
- Children Integrated Therapy Services. www.cnwl.nhs.uk/services/community-services/children-integrated-therapy-service
- Home-Start Hillingdon. www.homestart-hillingdon.org.uk
- Hillingdon Autistic Care and Support. www.hacs.org.uk
- P3. www.p3charity.org
- Disability Living Allowance. www.gov.uk/disability-living-allowance-children
- Shooting Star Children's Hospices. www.shootingstar.org.uk
- Rainbow Trust. www.rainbowtrust.org.uk
- Special Needs Jungle. www.specialneedsjungle.com
- For families with Disabled children. www.contact.org.uk
- Downs Syndrome Association. www.downs-syndrome.org.uk
- National Autistic Society. www.autism.org.uk
- Scope. www.scope.org.uk
- Newlife The Charity for Disabled Children. www.newlifecharity.co.uk
- Family fund. www.familyfund.org.uk
- Unique. www.rarechromo.org

Helpful Links for Autism Support:

- Autism Education Trust (AET). www.autismeducationtrust.org.uk
- National Association for Special Educational Needs (nasen). www.nasen.org.uk
- National Autism Society (NAS). www.autism.org.uk
- Centre for ADHD & Autism Support (CAAS). www.adhdandautism.org
- Hillingdon Autistic Care and Support (HACS). www.hacs.org.uk
- SCERTS. www.scerts.com
- Cygnets Barnardos. www.barnardos-parenting.org.uk/cygnets-programme

Helpful Links for supporting SEMH

- Emotional Literacy Support Assistance. www.elsa-support.co.uk
- Young Minds. www.youngminds.org.uk
- Place 2 Be. www.place2be.org.uk
- CAMHS. www.camhs.cnwl.nhs.uk/find-services/clinics/hillingdon-child-family-adolescent-consultation-service
- Nurture. www.nurtureuk.org
- Child Bereavement UK. www.childbereavementuk.org
- KOOTH. www.kooth.com

Appendices

Useful documentation: [ESF Guidance](#)

Disabled Children's Council www.councilfordisabledchildren.org.uk

Other:

[SEND CoP Special educational needs and disability code of practice: 0 to 25 years](#)